

**TCAP Achievement, Grade 6, Social Studies**  
**Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)**

<b>Economics</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
6.2.1	Recognize an example of a barter economy.
6.2.2	Identify major trade routes (i.e., silk roads, Persian trade routes, African trade routes, Mediterranean trade routes, ocean routes).
6.2.3	Identify disadvantages and advantages of nomadic and early farming lifestyles (i.e., shelter, food supply, and domestication of plants and animals).
6.2.4	Recognize the importance of economic systems in the development of early civilizations around rivers (i.e., Tigris and Euphrates, Huang He, Nile, Indus).
6.2.5	Recognize the importance of trade in later civilizations (i.e., Mediterranean, Southeast Asia, India, European).
6.2.6	Analyze how basic economic ideas influenced world events (i.e., supply and demand leads to exploration and colonization).
<b>Geography</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
6.3.1	Identify the basic components of a world map (i.e., compass rose, map key, scale, latitude and longitude lines, continents, oceans).
6.3.2	Identify basic geographic forms (i.e., rivers, lakes, bays, oceans, mountains, plateaus, deserts, plains, coastal plains).
6.1.1	Recognize the basic components of culture (i.e., language, common values, traditions, government, art, literature, lifestyles).
6.3.3	Identify the location of early civilizations on a map (i.e., Mesopotamian, Egyptian, Ancient Chinese, Indian.).
6.3.4	Identify geographic reasons for the location of population centers prior to 1500 (i.e., coastal plains, deserts, mountains, river valleys).
6.3.5	Use a variety of maps to understand geographic and historical information (i.e., political maps, resource maps, product maps, physical maps, climate maps, vegetation maps).
6.1.6	Recognize reasons that cultural groups develop or settle in specific physical environments.
6.3.6	Interpret a graph that illustrates a major trend in world history (i.e., population growth, economic development, governance land areas, growth of religions).
6.1.8	Recognize how migration and cultural diffusion influenced the character of world societies (i.e., spread of religions, empire building, exploration, languages).
<b>Governance and Civics</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
6.4.1	Recognize types of government (i.e., formal/informal, monarchy, direct/indirect democracy, republics, theocracy).
6.4.2	Recognize the steps that give rise to complex governmental organizations (i.e., nomadic, farming, village, city, city-states, states).
6.4.3	Identify the development of written laws (i.e., Hammurabi's Code, Justinian Code, Magna Carta).
6.4.4	Recognize the roles assigned to individuals in various societies (i.e., caste systems, feudal systems, city-state systems, class systems).
6.4.5	Compare and contrast the lives of individual citizens in various governmental organizations (i.e., monarchical systems, caste systems, democratic systems -Greek).
<b>World History: Prehistory-Ancient Civilization</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
6.1.2	Identify the job characteristics of archaeologists, anthropologists, geologists, and historians.
6.5.1	Read a timeline and order events of the past between prehistory and the Renaissance.
6.5.2	Recognize the types of early communities (i.e., nomadic fishing, farming).
6.5.3	Identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).
6.5.4	Recognize the forms of early world writing (i.e., cuneiform and Egyptian/Native American Hieroglyphics).
6.5.5	Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).
6.5.6	Recognize the designations for time dating (i.e., BCE, AD, centuries, decades, prehistoric, historic.)
6.5.7	Recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, Renaissance).
6.1.3	Recognize the world's major religions and their founders (i.e., Judaism, Christianity, Islam, Buddhism, Hinduism, Moses, Jesus, and Mohammed).
6.5.8	Identify conclusions about early world historical events using primary and secondary sources.

**SPI# -- Grade Level. Content Standard Number. Performance Indicator Number**

**Please refer questions about this list to the Tennessee Department of Education, Evaluation and Assessment. 01/08/04**

**TCAP Achievement, Grade 6, Social Studies**  
**Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)**

6.6.1	Identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, inventors).
6.5.10	Identify the development of written and spoken languages (i.e., Roman alphabet, Latin word origins, Romance languages).
6.5.11	Identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, Medieval).
6.5.12	Recognize the possible causes of change in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, diseases).
6.1.4	Recognize significant epics as historical sources (i.e., Iliad, the Odyssey, Mahabharata, Ramayana).
6.1.5	Identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, Native American).
6.1.7	Identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley influenced life (i.e., legal, religious, and culture).
6.6.2	Recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther, Johannes Gutenberg).
6.5.17	Recognize the significant mythologies of the Sumerians, Egyptians, Greeks, and Romans.
6.6.3	Describe the ways in which individuals can change groups (i.e., Martin Luther-Christian church, William of Normandy-English Monarchy, Joan of Arc-Hundred Years War, Buddha-Chinese Culture).
<b>World History: Dark Ages-Renaissance</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
6.1.5	Identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, Native American).
6.5.1	Read a timeline and order events of the past between prehistory and the Renaissance.
6.5.3	Identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).
6.5.5	Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).
6.5.6	Recognize the designations for time dating (i.e., BCE, AD, centuries, decades, prehistoric, historic).
6.5.7	Recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, Renaissance).
6.1.2	Identify the job characteristics of archaeologists, anthropologists, geologists, and historians.
6.6.1	Identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, inventors).
6.6.3	Describe the ways in which individuals can change groups (i.e., Martin Luther-Christian church, William of Normandy – English Monarchy, Joan of Arc – Hundred Years War, Buddha-Chinese Culture).
6.5.8	Identify conclusions about early world historical events using primary and secondary sources.
6.5.9	Recognize and order major historical events on a timeline between the Middle Ages and Renaissance.
6.5.10	Identify the development of written and spoken languages (i.e., Roman alphabet, Latin word origins, Romance Languages).
6.5.11	Identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, Medieval).
6.5.12	Recognize the possible causes of changes in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, diseases).
6.5.13	Identify the impact of advances in technology on history (i.e., agricultural revolution, Renaissance scientists, exploration during the 1400s).
6.5.14	Recognize how the Renaissance changes the nature of society (i.e., shift from religious domination to science, philosophy, art).
6.6.2	Recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther, and Johannes Gutenberg).
6.5.15	Evaluate to what extent civilizations build on the accomplishments of previous civilizations.
6.5.16	Compare and contrast the historical development of the Western, Eastern, and African cultures.

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